

Bexley Public School

2019 Annual Report



7406

Introduction

The Annual Report for 2019 is provided to the community of Bexley Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Bexley Public School

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School background

School vision statement

Bexley Public School is a school where staff, students and our community work together to provide quality learning in a caring environment.

Our students will be independent and confident in setting high expectations for themselves.

Our students will strive for excellence in the pursuit of academic success.

Our students will display strong morals and values based on respect, integrity and the inclusion of others.

Our students will develop resilience and understand their responsibilities and connections with the society we live in.

Our students will be happy and engaged learners who develop an active and healthy lifestyle.

Our students will be proud to call Bexley Public School their school.

School context

Bexley Public School has an enrolment of 300 students. The school is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds. 84% of students come from 30 different language backgrounds other than English.

A dynamic and committed team of experienced classroom and specialist teachers, school learning support officers and school administration staff work together to provide quality education at Bexley Public School.

The school is continuing its involvement in the Early Action for Success initiative (EaFS). The project aims to build on the success of the past three years showing continued student growth and achievement in literacy and numeracy learning. As part of the initiative, we have two Instructional Leaders from K–6 working with our teachers to improve curriculum implementation and effectively use data.

The school will continue to focus on increasing student achievement through positive engagement in learning and highlighting effective pedagogy for student success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Students achieving success in a contemporary classroom

Purpose

Provide learning experiences that are purposeful, meaningful and relevant, nurturing and challenging the intellectual and imaginative capabilities of students.

Improvement Measures

School based planning and programming will show increase in the use of student led project based learning. Using innovative technology to engage students in a contemporary learning environment.

Staff and student surveys will show the impact of the introduction of STEM teaching in collaboration with Sydney University to increase a culture of collaborative learning among students and staff.

Surveys will show an increase in Staff confidence in using contemporary learning pedagogies to devise programs that ensure students are achieving success.

Progress towards achieving improvement measures

Process 1: Contemporary Learning: The establishment of flexible and innovative learning spaces will allow for students to be guided and encouraged to become creative, collaborative, curious and critical learners.

Evaluation	Funds Expended (Resources)
<p>The new STEM lab is still being created with a door on order to be placed in 2020. The robotics and STEM laptops have been purchased and homed in the current STEM room. Classroom teachers have greater access to laptops for classroom use with Google classroom. STEM team teaching is occurring across stages with the use of robotics and the STEM design process embedded in programming.</p> <p>The trials of the future focussed design of classrooms has been successful after surveying teachers and staff. More furniture to be purchased for 2020 due to success of trial and creation of STEM lab.</p> <p>Community engagement excursion showed interest in participating in STEM robotic workshops with staff.</p>	<p>computer coordinator time to purchase and install x 6 days– remove from whole school timetable</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Hp ProBook x15 (\$11489.12)• charging cart (\$3282.84)• iPad x 15 (\$10409.19)• casual x 6days (\$2400.00)

Process 2: Science, Technology, Engineering & Mathematics (STEM) Project: A partnership with the University of Sydney will provide high levels of pedagogical understanding for the application of STEM based teaching practices to all staff.

Evaluation	Funds Expended (Resources)
<p>The relationship with Salesforce continues to grow and thrive and will continue throughout 2020 with over half the staff involved in professional learning for Google Classroom.</p> <p>The mentor from SchoolsPlus visited during term 4 where it was noted that we will continue to focus on girls in STEM education and a greater community involvement in STEM programs including working bees in the outdoor learning area. The extension of the outdoor learning area has not occurred and will be a project for 2020.</p>	<p>Additional casual release days for class teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Schools Plus Grant (\$2000.00)

Strategic Direction 2

Every student, every teacher achieving their potential growth

Purpose

Teachers will continually enhance their pedagogy and teaching practices to have a maximum impact on student growth.

Improvement Measures

All students will show an increased improvement in achieving their negotiated learning goals utilising the ACARA Literacy and Numeracy progressions.

Staff surveys will show increased confidence in student centred learning for numeracy and literacy providing value added teaching to every student.

Progress towards achieving improvement measures

Process 1: Continuation of the Instructional Leadership Model: Implementation of an effective Instructional leadership model throughout the school focusing on high levels of support for all staff through the processes of induction, mentoring and coaching practices that improve student growth.

Evaluation	Funds Expended (Resources)
Continuation of the Instructional Leader model K–2 and 3–6 which has focused on working together with teachers on pedagogy. This has resulted in targeted teaching in Literacy and Numeracy . Teaching practices have become more targeted to cater for individual student needs which has been driven by assessing knowledge and skills prior to new learning. Evaluated and redesigned the Numeracy scope and sequence to enable the connection of concepts and consolidate the learning content. The Instructional design of learning experiences considers the individual learning styles and cognitive developmental level of all students.. An emphasis on working mathematically to engage students in higher order thinking, mathematical language and real life problems has been a focus.	16 casual days for Direction days. Funding Sources: <ul style="list-style-type: none">• (\$2400.00)

Process 2: Targeted Professional Development: Engage all staff with quality, planned, multimodal professional learning to develop confidence in the implementation of the ACARA Literacy & Numeracy Progressions.

Support for teachers to become experts in data analysis utilising the progressions and PLAN 2 software to effectively plan for each students literacy and numeracy growth.

Evaluation	Funds Expended (Resources)
Teachers have been involved in professional learning during team meetings focusing on PLAN 2 and the Literacy progression. Resulting in developing their understanding of its purpose and functionality.	PLAN 2

Process 3: Engage in collegial learning communities: Staff will form learning communities through the Department of Education numeracy projects that explore innovative and evidence based teaching practices in numeracy collaboratively identifying goals and setting targets for student growth.

Evaluation	Funds Expended (Resources)
The partnership with external experts has allowed us to build capacity within our own teaching staff to lead and develop improvement in evidence base mathematical practices. Their has been an increase commitment to a team based approach to improve student outcomes also resulting in consistent teacher judgement and teaching pedagogy.	EAFS – 7 Practices MANSW – Scope and Sequence x 2 Number talks x 4 Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability

Progress towards achieving improvement measures

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(\$2400.00)

Strategic Direction 3

Positive Relationships

Purpose

To strengthen community partnerships with families to nurture the whole child and align staff, student and community goals to provide students with opportunities that develop confident and resilient individuals.

Improvement Measures

School data will reflect an increase in positive student behaviour in all learning areas.

Student, staff and parent responses from surveys will demonstrate an increase in general attitudes towards learning, engagement and belonging.

Staff responses from school based surveys will show an increase of the impact on student learning and wellbeing after the implementation of student wellbeing programs.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning (PBL): Redefining the purpose and vision for the Positive Behaviour for Learning program to develop consistency in PBL practice across the school.

Evaluation	Funds Expended (Resources)
The whole school community review resulted in amending problematic and ineffective procedures including the continuum of response, behavioural referral system and an update in our school PBL guidelines.	PBL Professional Learning for staff. Additional PBL tier 2 for PBL team members. Casual teachers employed to release teachers for PBL working group. Signage and resources. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4700.00)

Process 2: Student Wellbeing Program: To develop and implement a comprehensive wellbeing program to support students in developing their confidence, resilience and skills that will support effective relationships.

Evaluation	Funds Expended (Resources)
The Zones of Regulation program developed children's abilities to recognise and express their emotional state better regulating their behavioural responses. A review of the initial implementation has revealed that the language of the program is better suited to the early primary grades and that a program with greater complexity is required for the upper primary. The additional Wellbeing Support Teacher position has allowed greater flexibility for the school to cater for students identified as a Tier 2 students in the Positive Behaviour for Learning Framework. Through evidence based behavioural teaching techniques such as on going check ins, social stories and mediation meetings we have seen a decrease in major incidents in the classroom and playground. This position will be increased to three days next year.	Occupational Therapist employed one day a week for term 3 and 4. Additional position Wellbeing Support teacher wellbeing support teacher Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$38983.00)

Process 3: Staff Wellbeing Program: To establish a staff wellbeing initiative to support our teachers to ensure they are confident and effective in their teaching roles.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This was not actioned this year. Plans in progress for 2020.	N/A Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 4: Community wellbeing projects: Provide community members with current evidence based initiatives to promote positive parental and carer relationships with their children.

Evaluation	Funds Expended (Resources)
Forums allowed increased engagement for the community to have a voice in school decisions.	Two casual days to allow two teachers to be released for half a day each to attend the two events over two half days. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional Casual teacher release to support programs Funding Sources: • Aboriginal background loading (\$2 801.00)	School Learning Support Officers were allocated to support student learning, inclusion of Aboriginal perspectives across all key learning areas, cultural activities were included for all students through NAIDOC and the Talk it Up program for indigenous leaders.
English language proficiency	1.8 FTE EALD teachers Flexible funding \$38,667 Funding Sources: • English language proficiency (\$216 417.00)	Utilised the EAL/D framework to support school based programming, EAL/D teaching staff integral to grade teams, collaborating on programming and differentiation based on data. EAL/D network meeting provide collaborate professional development on research and pedagogy, this included sharing school based practices with other colleagues across schools.
Low level adjustment for disability	Extra SLSO in class support \$133,338 LaST Teacher FTE 1.0 Funding Sources: • Low level adjustment for disability (\$133 338.00)	The learning and support team reviewed data at school and individual learning level, behaviour requirements and diagnosed conditions. A number of SLSO's were employed to support students with both diagnosed and undiagnosed physical, emotional and learning needs. SLSO's were employed to support students to achieve their ILP's. We Initiated targeted support for students by employing two teachers for three days a week to provide individualise learning in literacy and numeracy based on trend data.
Quality Teaching, Successful Students (QTSS)	Partial funding of an Instructional Leader position Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$51 971.00)	Replicating the Instructional Leader model from K–2 to 3–6 has focused on pedagogy and targeted teaching in Literacy and Numeracy . Teaching practices have become more targeted to cater for individual student needs which has been driven by assessing knowledge and skills prior to new learning. Evaluated and redesigned the Numeracy scope and sequence to enable the connection of concepts and consolidate the learning content. The Instructional design of learning experiences considers the individual learning styles and cognitive developmental level of all students..
Socio–economic background	Partial funding for a Instructional Leader position Funding of a 3–6 Interventionist teacher for literacy and Numeracy Funding of an Occupational Therapist one day a week Funding Sources: • Socio–economic background (\$121 198.00)	This allocation was used to engage an occupational therapist for an early intervention screening program for the early years. This resulted in early detection of potential developmental issues allowing us to put individual learning plans in place supporting these students and their growth and development. The 3–6 Interventionist has provided immediate impact growth in supporting children who have displayed evidence of not meeting grade exception in literacy and numeracy.
Support for beginning teachers	Additional casual release	All eligible beginning teachers received

<p>Support for beginning teachers</p>	<p>Fees for professional development courses</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$36 107.00) 	<p>additional relief from face to face with an Assistant Principal mentor to assist in programming and the gathering of evidence for the NSW Education Standard Authority Accreditation process. All beginning teachers were provided with external and internal professional learning including attending a two day conference for beginning teachers.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Additional teacher allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$20 619.00) 	<p>Students with an identified refugee and new arrival background were supported by the EAL/D teachers and provided with personalised learning programs. To ensure inclusivity for these students ,uniforms were supplied and students were given start up kits which were the necessary items for use in classrooms.Payments were made for students to attend excursions and sporting activities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	144	139	144	145
Girls	162	151	148	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	93.8	91.8	94.6
1	92.4	92.4	91.9	91.1
2	93.9	94.1	91.9	90.8
3	93	95.6	93.9	92.8
4	94.7	93.6	95.7	93.6
5	93.6	96.3	94.5	92.9
6	93.3	96	92.8	92
All Years	93.5	94.4	93.1	92.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.45
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	1.6
School Administration and Support Staff	2.52
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	492,028
Revenue	3,258,980
Appropriation	3,106,806
Sale of Goods and Services	19,936
Grants and contributions	127,299
Investment income	2,002
Other revenue	2,937
Expenses	-3,368,299
Employee related	-3,034,369
Operating expenses	-333,931
Surplus / deficit for the year	-109,319

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	84,308
Equity Total	489,176
Equity - Aboriginal	2,801
Equity - Socio-economic	121,198
Equity - Language	216,417
Equity - Disability	148,760
Base Total	2,024,020
Base - Per Capita	68,514
Base - Location	0
Base - Other	1,955,505
Other Total	443,080
Grand Total	3,040,583

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2018 through P&C meetings, written feedback and surveys.

As part of school initiated surveys students were asked about their positive sense of school belonging to the Bexley Public School Community. Students reported a high sense of belonging in reference to being accepted and valued by both their peers and teachers. SRC student feedback was very positive, with students stating they enjoyed their roles & responsibilities, that being their class representative built self-confidence & allowed them to make friendships across grades. Kindergarten teachers engaged in reflective practice and analysed data including PLAN data to inform planning of teaching programs.

The student leadership team expressed their involvement in school improvement projects in the school have made a long lasting impact with the school community. The authenticity of their mural project allowed them to explore the essence of what it meant to be a student at Bexley Public School. The detailed design process of surveying the community, designing the project and connecting with a Local community artist resulted in a clear vision of the communities identity.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.